

Vafides, John
1947
Service Paper

The status of intramural programs in
the South Shore high schools of
Massachusetts.



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SERVICE PAPER

THE STATUS OF INTRAMURAL PROGRAMS IN THE SOUTH SHORE HIGH
SCHOOLS OF MASSACHUSETTS

Submitted by

John Vafides

(B.S. The Citadel, 1946)

In partial fulfillment of requirements for the degree of
Master of Education

1947

First Reader: Leslie W. Irwin, Associate Professor of Physical Education.

Second Reader: John M. Harmon, Professor of Physical Education.

School of Education
Gift of J. Vafides
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CONTENTS

Table	Page
1. High School Classification and Enrollment.....	14
2. High School Units.....	90
Chapter	Page
I Introduction.....	1
II Intramural Sports in the South Shore.....	14
III Summary and Conclusions.....	31
Bibliography.....	33
4. Physical Exabilities in the South Shore High	
5. Methods Conducting Intramurals.....	29

CONTENTS

Page	Chapter
I	I Introduction.....
14	II Intramural Sports in the South Shore.....
31	III Summary and Conclusions.....
33	Bibliography.....

CHAPTER I

INTRODUCTION

LIST OF TABLES

Table	Page
1. High School Classification and Enrollment.....	14
2. High School Units.....	20
3. Individual Handling Finances in High Schools..	22-23
4. Athletic Facilities, Their Condition, and Proximity to Schools.....	24-25
5. Numbers of Schools Reporting Intramural Athletic Programs in Various Sports for Either Boys or Girls.....	27
6. Physical Examination in the South Shore High Schools Conducting Intramurals.....	29

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A theory of play as self-expressional has been widely accepted. This theory recognizes the nature of man, his anatomical and physiologic structure, his psychological tendency, his feeling of capacity, and his desire for self-expression. It accepts the point of view of Hart 1/ that the motive of life is to function and that "joy-real happiness, the thing people are after in all experiences-is to act, to do things, to function." It further takes into account the fact that the

1/ Hart, Merrill. "The Science of Social Relations," Henry Holt & Company, Inc., 1927, p.15.

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6. Physical Examination in the South Shore High Schools Conducting Intramurals.....	29

CHAPTER I

INTRODUCTION

Development.— The term intramural when translated literally means "within the walls." Intramural sports, therefore may be defined as athletic activities carried on within the walls of an institution. Intramural sports appeared in the schools long before anyone even thought of physical education and interscholastic sports.

The desire to play is universal, and some form of it has always existed. The many theoretical explanations of play which have been developed from time to time have been discussed thoroughly in other publications. It is of interest to note, too, that most of these theories were based upon and related to the play of children and adolescents rather than the recreation of people of all ages.

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Hart, Horrell, "The Science of Social Relations," Henry Holt & Company, Inc., 1927, p. 15.

forms of activity through which man achieves this joy are conditioned by his mechanical possibilities of behavior, his physical condition, and his attitudes and habits. Thus play activities are those for which his body structure is well adapted, such as running, climbing, dancing, throwing, jumping, etc. Man's inclination to activity and the satisfaction he gains from it at a particular time are also influenced by the abundance of his physical energy or the nature of his desire for mental and emotional gratification. At one time he may desire strenuous activity, at another relaxation.

According to this theory, play is a form of activity, an attempt at self-expression, resulting from man's urge to be active and to use his physical and mental equipment to the utmost. It is through play that man finds the satisfaction of his desires to achieve, create, win approval, and express his personality.

It seems inconceivable that this intense desire to play could have been entirely done away with in our first educational institutions. The beginnings of intramural sports can undoubtedly be traced, then, to the informal sports and games which our first students took part in during their leisure moments. This type of play, within the walls of an institution, may be properly be considered as intramural sports, although it does not appear similiar to our intramural sports of today.

There is much evidence that boys and girls participated

in various sports in our early Americal schools despite the obstacles in the form of hostile teachers and the Puritan philosophy of the sinfulness and foolishness of play. As educational institutions multiplied and the school population increased, informal play activities gradually gave way to better organization and administration. Competition was organized between classes, societies, clubs, and other groups. The students conducted their activities by themselves.

As the intramural program developed, students looked beyond the confines of their own institutions for competition. It is an interesting fact that interschool sports arose from intramural sports. Those students who were not talented enough to represent their school against other schools expressed their natural desire for play and competition against their fellow students. Intramural sports, discovered by students, and promoted by students, continued to expand and develop.

Various progressive educators beganto take an interest in these intramural programs at the turn of the present century. In these activities they saw the opportunity to broaden the scope of physical education. The first world war gave considerable impetus to intramural sports in our schools. Athletic departments always favored them because they saw in intramural sports a training ground for varsity material. This is especially true in colleges and universities.

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schools provide intramural competition for the boys as well as for the girls.

Certainly, enormous strides have been taken in the development of intramurals up to the present time. As long as the main purpose for which these activities were originated remains the same, intramural sports will constantly progress in the right direction.

The Relationship of Intramural Sports to the Required Physical Education.- Intramural sports must be regarded as an extra-curricular activity. According to the common conception, an extra-curricular activity is one that is engaged in voluntarily, outside of the regular school hours and for no regular school credit. 1/

Millard 2/ defines extra-curricular activities as "those activities which have been developed in the schools to supplement the curricular program for the purpose of bringing about a more complete realization of the objectives of education." It can be stated, then, that the purpose of intramurals is to supplement the curricular activities of physical education after regular school hours in order that the objectives of physical education may be more adequately reached. Due to the small time allotment in many schools for physical education, many skills for the carry-over sports

1/ Voltmer, E.F. and Esslinger, A.A., "The Organization and Administration of Physical Education," F.S. Crofts & Co., New York, 1946, p.253.

2/ Millard, C.V., "The Organization and Administration of Extra-Curricular Activities." A.S. Barnes & Co., New York, 1930, p.4

cannot be taught or dealt with. Here, intramural sports offer the opportunity for specialization in the preferred activities. Considering the time allotment for physical education in most schools, it can hardly be expected that even the fundamental skills, techniques, and knowledge, of sufficient sports will be taught justifiably in the regular physical education classes.

Purpose of the Investigation.- The writer of this paper was born and raised in the south shore area of Massachusetts, and he also attended one of the secondary schools in this area during the course of his secondary education. While attending this high school he actively participated in numerous sports. This was during the entire four years of his attendance.

After completing his work in college for his bachelor of science degree he returned to the same high school and held the position of assistant athletic coach while working for his master's degree in education. During this period he often took note of the fact that a great majority of the students lacked an interest or desire to participate in any of the vigorous activities which he believes are very essential for the physical and mental well-being of each individual in that age group. He further noticed that very little was being done by the educators in the area to stimulate these interests in competitive sports for the masses although the facilities appeared to be abundant in many cases. It appeared to the writer that the policy of the average high school was

to stimulate primarily the interests in the major interscholastic sports. To him, this policy benefited only a minority of already talented athletes. In reality, the majority of students received little or no competitive activity whatsoever. The consensus of opinion among the education leaders was that insufficient personnel was available to conduct a worthy intramural program to take care of the masses of students. This situation was especially true in the school in which the writer was employed. Yet, during the course of the football season five coaches were used towards instructing the interscholastic football teams alone. Hardly twenty percent of the students in the school were getting sufficient physical activity. Education, whether it be physical or mental is for the masses and not just for the few.

Realizing the great need for an extensive intramural program in his high school, the writer often wondered what the situation was in other schools in the surrounding area and how the south shore area compared with other areas in regards to intramural programs. Consequently, a study was made to determine the status of the intramural programs in the south shore high schools of Massachusetts.

Scope of the Investigation.- A list of all the secondary schools in the area was compiled. This included all grades in the regular four-year high school, and it took into consideration both the boys' and girls' programs. This list was drawn up from information secured from various educators in

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the area and from the foremost south shore newspaper-'The Quincy Patriot Ledger.' This list totaled eighteen (18) secondary schools (9th through 12th grades inclusive) which maintain student bodies of approximately one hundred (100) to two thousand (2000) boy and girl students. The high schools that were considered as being included in the south shore area were those immediately south of Boston which extend along the coast southward for a distance of thirty (30) miles, and, also, those high schools in which their communities were adjacent to the coastal region were considered.

Procedure for Investigation.- A questionnaire and checklist combined was made out and mailed to each high school in the area. All but two (2) of the schools replied, but the necessary information was secured when the writer personally visited the schools. He made a personal visit to each of the schools in the area during the course of the year in which the study was made. The visitation method was used, also, in order to enable the writer to cover each school thoroughly and to obtain authentic and more reliable data through observations and personal interviews.

The original plan was to carry on a thorough investigation of all aspects of the existing intramural programs for both boys and girls in each of the schools in the south shore area. The questionnaire and checklist was drawn up considering all conceivable phases of intramurals that could be brought to the attention of the writer.

Since the purpose of the study was to determine the status of all possible phases of intramurals in the area, each school was considered thoroughly. No effort was made to merely choose a representative group of schools since there is a total of only eighteen (18) public secondary schools in the area designated.

A copy of the questionnaire and checklist combined which was sent to each school is found on the following pages. An inclosed letter was also sent along to insure the maximum of replies. As mentioned previously, all but two (2) schools replied.

The study was conducted in the following manner: A letter was sent to each school explaining the purpose of the study and requesting a reply. A copy of the questionnaire and checklist was also sent to each school. The schools were given two weeks to reply. The results of the study are presented in the following pages.

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Very truly yours,
 [Signature]

VERY TRULY YOURS

SOME VARIATION

Letter

MR. JOHN VAFIDES
BOX 25,
NO. COHASSET, MASS.

10 April 1947

DIRECTOR OF PHYSICAL EDUCATION

HIGH SCHOOL

MASSACHUSETTS

Dear Sir:

I shall appreciate it very much if you would complete the inclosed questionnaire-checklist as accurately as possible and forward it to me as soon as possible. This information will be used by me to determine the status of intramural programs in the south shore high schools of Massachusetts of which your schools is a part. This project is in partial fulfillment for requirements for my master's degree in education at Boston University.

This study will take into consideration all the secondary schools in the south shore area. The general status of intramurals in this area will be summarized, and comparisons, if possible, will be made with other studies of a similar nature in other areas.

If you desire a summary of my findings, please indicate below in the space provided. With this summary you may determine to what extent other schools in the area carry on intramural programs in relation to any such program that might exist in your high school.

In this study, the names of schools, directors, administrators, or any persons will not be mentioned. Merely an overall picture of the area as a whole will be considered in this study on intramurals. It is my wish, also, that in years to come another study of a similar nature within this area be conducted in order that any trends in intramurals in the area be noted and brought to the attention of the physical educators in the area for their own information.

Thank you very much. Any information that you can furnish me will be greatly appreciated.

VERY TRULY YOURS

Do you desire a summary?
(circle)--- YES NO

JOHN VAFIDES

Questionnaire-Checklist

Name of the school _____

Name of the town or city _____

Director of physical education _____

Number of physical education instructors in the school (male and female) _____. Full-time or part-time? _____

Enrollment of the school: ~

Boys----- _____

Girls----- _____

1. Please state approximate number of boys and girls participating regularly in interscholastic sports (2 or more sports). _____.

2. Number of students participating regularly in intramurals (approximate). _____.

3. Organization and administration of intramurals.

A. Does the school have an intramural department? _____

B. Who heads the administration of this dept., if any? _____

C. Does the school have any intramural managers? _____

D. Who officiates the various intramural activities? _____

E. What units of competition are employed for intramurals? (homerooms, grades, weights, height, etc.) _____

F. How are funds obtained for intramurals? _____

_____. Are the funds sufficient? _____

General Information - 1. General

Name of the school _____
Address of the school _____
City _____
State _____
Zip _____
Number of students _____
Number of teachers _____
Number of principals _____
Number of administrators _____
Number of support staff _____
Number of students with disabilities _____
Number of students with limited English proficiency _____
Number of students with special needs _____
Number of students with gifted and talented _____
Number of students with other special needs _____

2. Description of the school _____
3. Description of the school's history _____
4. Description of the school's mission _____
5. Description of the school's vision _____
6. Description of the school's goals _____
7. Description of the school's programs _____
8. Description of the school's services _____
9. Description of the school's facilities _____
10. Description of the school's transportation _____
11. Description of the school's food service _____
12. Description of the school's health services _____
13. Description of the school's counseling services _____
14. Description of the school's social services _____
15. Description of the school's legal services _____
16. Description of the school's financial services _____
17. Description of the school's information services _____
18. Description of the school's other services _____
19. Description of the school's other programs _____
20. Description of the school's other activities _____

4. Available athletic equipment for intramurals (adequate or inadequate). _____

5. Athletic facilities for intramurals. Check, if any.

<u>EQUIPMENT UNITS</u>	<u>SIZE</u>	<u>CONDITION</u>	<u>LOCATION</u>	<u>NUMBER</u>
	(l, med., s)	(g, fair, b)	(adjacent, nearby)	
() Gymnasium				
() Athletic field				
() Tennis courts				
() Recreation room				
() Locker room				
() Shower room				
() Track				
()				

6. Please check time periods for intramural participation.

- () Late afternoons
- () Evenings
- () Within school hours
- () Free periods
- () Noon hours
- () Saturdays
- () None

() Examination only before the more strenuous sports.

() At examination.

4. Available athletic equipment for intramural (recreational or intramural).

5. Athletic facilities for intramural. Check, if any.

EQUIPMENT UNITS	SIZE	LOCATION	NUMBER
() Gymnasium	()	()	()
() Athletic field	()	()	()
() Tennis courts	()	()	()
() Recreation room	()	()	()
() Locker room	()	()	()
() Shower room	()	()	()
() Track	()	()	()
()	()	()	()

6. Please check time periods for intramural participation.

() Late afternoon

() Evening

() Within school hours

() Free periods

() Noon hours

() Saturdays

() None

7. Program of intramural activities. Please note, if any.

<u>ACTIVITY</u>	<u>UNIT OF COMPETITION</u> (homerooms, grades, etc.)	<u>SEX</u> (male, female)
Examples:		
Ping pong	homerooms	both
Basketball	physed classes	boys
Tennis	grades	girls

8. Intramural rules and regulations in the school.

A. Please state briefly the rules of eligibility for participation, if any, in regards to scholarship, varsity members, reserve teams, etc..

9. Physical examinations. Check, if any.

() Examination at beginning of freshman year.

() Examination at beginning of each school year.

() Examination at beginning of freshman year and before the more strenuous sports.

() Examination only before the more strenuous sports.

() No examination.

10. Please state briefly any system of awards for intramurals that might exist in your school.

11. Please state briefly any methods of organizing competition (straight elimination, double elim., round robin, etc.).

12. Please state briefly your view on intramurals and your reasons for having or for not having an intramural program in your school. Consider facilities, time, finances, needs, etc..

Summary of Findings

Intramural Programs. - As expected, the number of schools maintaining intramural programs was rather small. In general, it can be stated that the schools of the lowest enrollment maintained the better intramural programs. All five (5) of the class A schools maintained a well-organized program of intramurals. Only two (2) of the class B schools had a definite

CHAPTER II

INTRAMURAL SPORTS IN THE SOUTH SHORE

Classification.- The south shore's leading newspaper-'The Quincy Patriot Ledger'- classifies the high schools of this area into three (3) groups. The classification is made on the basis of high school student enrollment.

Table 1. High school classification and enrollment.

CLASS	NUMBER OF SCHOOLS	ENROLLMENT(boys and girls)
A	5	1000-2000
B	4	300-1000
C	9	under 300

Phases Considered.- The investigation of intramural sports in the area was limited for various reasons to the numbers and percentages of schools conducting intramural programs in various forms for either boys or girls.

Summary of Findings

Intramural Programs.- As expected, the number of schools maintaining intramural programs was rather small. In general, it can be stated that the schools of the largest enrollment maintained the better intramural programs. All five (5) of the class A schools maintained a well-organized program of intramurals. Only two (2) of the class B schools had a definite

intramural program functioning. However, the extent of these programs in the class B schools was not as great as that of the class A schools. In relation to the class C schools, only two (2) of the nine (9) schools had any sort of an intramural program whatsoever. However, one (1) of these two (2) schools in the class C group maintained a program of intramurals equal to that of any school in the entire south shore area.

Sex.- A few of the schools had a few more boys than girls and visa-versa, but considering the area as a whole there were approximately just as many girls as there were boys. As mentioned previously, nine (9) out of the eighteen (18) schools maintained some sort of an intramural program. In other words, 50% of the schools in the area maintained intramural programs. In these schools, slightly more emphasis was placed on the intramural programs for girls than for boys.

Physical Education Instructors.- All five (5) of the class A schools had, at least, two (2) full-time physical education instructors. One (1) of these class A schools had three (3) full-time instructors. One (1) of the schools had four (4) instructors. However, two (2) of these instructors were only part-time.

Each of the class B schools had, at least, one (1) full-time physical education instructor. However, two (2) of these schools maintained two (2) full-time instructors. Each school in the class B group carried, at least, one (1) other instructor on a part-time status.

Only three (3) out of the nine (9) class C schools carried two (2) full-time physical education instructors. The remaining six (6) schools carried, at least, two (2) instructors, but these instructors were merely on a part-time status.

Interscholastic Sports.- Approximately 15% of the student- including both boys and girls- participated in, at least, two (2) interscholastic sports during the regular school year. This situation certainly signifies the need for an intramural program in the class A school group. As mentioned previously, the class A schools did maintain a good intramural program.

Approximately 20% of the students in the class B schools participated regularly in interscholastic sports. Since only two (2) of the four (4) class B schools maintained a functioning intramural program, it can be said that a majority of the students in these schools received insufficient physical activity during the school year.

However, an entirely different situation existed in the class C schools. It was found that between 40% and 50% of the students participated regularly in interscholastic sports. Although intramural programs were adopted in only two (2) of the nine (9) schools in this class, the sports in the interscholastic departments were quite extensive in the majority of cases.

Through this study, the writer came to the conclusion that the greatest need for an intramural program existed in

the class B schools. Approximately 20% of the students in the entire area received adequate participation in interscholastic sports and approximately 30% of the students received adequate participation in intramural sports. In other words, approximately 50 % of the students in the entire area received sufficient physical activity and adequate participation in some form of sports. The overall picture is very shocking, however. Approximately 50% of the students in the area are being partially or completely neglected insofar as adequate physical activity in competitive sports is concerned.

Organization and Administration of Intramurals.- The intramural department is usually headed by one individual, known as the director of intramural sports. The plan of placing one person in full charge of intramural sports is considered the most effective way of organizing and coordinating all the intramural activities. However, very few schools can afford a full-time director. In the majority of institutions, the intramural department's director has other duties to perform in addition to those connected with the administration of the intramural department. He may be the director of athletics or physical education. Regardless of what his other duties may be, the intramural director should be the best person qualified for the position. The director of physical education is the most logical individual to direct the intramural program because of the close relationship which exists between the required physical education and intramural act-

ivities. 1/

Although only two (2) of the schools in the south shore area sponsored a definite intramural department, the remaining seven (7) schools which conducted intramural programs had their programs come under the authority of the physical education department. As mentioned previously, the remaining nine (9) schools in the area had no intramural programs whatsoever.

Of the nine (9) schools conducting intramurals, seven (7) of the schools reported that the physical education directors for both the boys and girls administered the intramural programs. In the remaining two (2) schools the athletic coach assumed the responsibility of administering the program.

None of the schools maintained intramural managers in administering their programs. This included faculty or student managers or both.

Miller 2/ in a study of 193 colleges and universities, found that 73% of the intramural departments had administrative boards of control. The functions of these boards included: formulating policies, making eligibility rules, modifying the rules of the various sports to meet local conditions, and acting upon protests. Such a board is of

1/ Voltmer, E.F., & Esslinger, A.A., "The Organization and Administration of Physical Education," F.S. Crofts & Co., 1946, N.Y.

2/ Miller, L.W. "Organization and Efficiency of Intramural Programs in Colleges and Universities." Master's Thesis, Univ. of Iowa, 1932, p.47.

great assistance to the intramural director. It is usually made up of the athletic director, the senior manager, and perhaps several other faculty members and students. In some schools each competing unit is represented on the administrative board. Whatever plan is followed the students should participate in the control of the intramural activities.

The officiating of the intramural sports in the south shore area was done by members of the varsity teams in the majority of cases. In one case the coach officiated the intramural contests and in another case the physical education instructor did the officiating.

Sports Instruction.- In the majority of cases the coach or the physical education instructor was found to have the duties of instructing the intramural participants in the individual sports. In a few cases the varsity members were being called upon to give aid in the instruction of the individual intramural sports.

Units of Competition.- Good units of competition contribute a great deal to the success of the intramural program. Selection of competing units is not a problem in the individual sports, for each individual is a unit by himself. Strong units for team sports are necessary, however, as teams tend to break up after several defeats. Homogeneous groups which are bound together by some common bond make the best competitive units.

Table 2. High School Units. Brammell ^{1/} investigated the basis of competition for high school intramurals and the persons selecting the teams. The units of competition are as follows:

ENROLLMENT OF HIGH SCHOOLS				
	under 100	100-300	300-750	750-2000
Physical education classes	6	13	17	26
Grades	16	29	33	41
Home rooms	1	8	22	29
Weight	2	5	11	19
Height	1	5	5	11
Age	2	4	4	5

The unit of competition used mostly by the nine (9) schools conducting intramurals in the area was according to grades. Five (5) of the nine (9) schools used grades as the unit of competition. Two (2) of the schools used homerooms as the unit of competition. Of the remaining two (2) schools, one (1) used weight and the other school used ability as determined by the subjective judgement of the physical instructor.

Intramural Finances.- Fortunately, intramural sports are not expensive. Considering the large number of students who part-

^{1/} Brammell, R.P. "Intramural and Interscholastic Athletics." U.S. Dept. of Int. Bulletin. 1932, No. 17, Monograph 27, p. 37.

Table 1. Mean weight (kg), standard deviation (SD), and range of weight for 1000 randomly selected persons, selected by age, sex, and race.

TABLE 1. MEAN WEIGHT (kg), STANDARD DEVIATION (SD), AND RANGE OF WEIGHT FOR 1000 RANDOMLY SELECTED PERSONS, SELECTED BY AGE, SEX, AND RACE				
Age (yr)	Sex	Race	Mean weight (kg)	SD (kg)
15-19	M	W	65.0	12.0
20-24	M	W	70.0	13.0
25-29	M	W	75.0	14.0
30-34	M	W	80.0	15.0
35-39	M	W	85.0	16.0
40-44	M	W	90.0	17.0
45-49	M	W	95.0	18.0
50-54	M	W	100.0	19.0
55-59	M	W	105.0	20.0
60-64	M	W	110.0	21.0
65-69	M	W	115.0	22.0
70-74	M	W	120.0	23.0
75-79	M	W	125.0	24.0
80-84	M	W	130.0	25.0
85-89	M	W	135.0	26.0
90-94	M	W	140.0	27.0
95-99	M	W	145.0	28.0
100-104	M	W	150.0	29.0
105-109	M	W	155.0	30.0
110-114	M	W	160.0	31.0
115-119	M	W	165.0	32.0
120-124	M	W	170.0	33.0
125-129	M	W	175.0	34.0
130-134	M	W	180.0	35.0
135-139	M	W	185.0	36.0
140-144	M	W	190.0	37.0
145-149	M	W	195.0	38.0
150-154	M	W	200.0	39.0
155-159	M	W	205.0	40.0
160-164	M	W	210.0	41.0
165-169	M	W	215.0	42.0
170-174	M	W	220.0	43.0
175-179	M	W	225.0	44.0
180-184	M	W	230.0	45.0
185-189	M	W	235.0	46.0
190-194	M	W	240.0	47.0
195-199	M	W	245.0	48.0
200-204	M	W	250.0	49.0
205-209	M	W	255.0	50.0
210-214	M	W	260.0	51.0
215-219	M	W	265.0	52.0
220-224	M	W	270.0	53.0
225-229	M	W	275.0	54.0
230-234	M	W	280.0	55.0
235-239	M	W	285.0	56.0
240-244	M	W	290.0	57.0
245-249	M	W	295.0	58.0
250-254	M	W	300.0	59.0
255-259	M	W	305.0	60.0
260-264	M	W	310.0	61.0
265-269	M	W	315.0	62.0
270-274	M	W	320.0	63.0
275-279	M	W	325.0	64.0
280-284	M	W	330.0	65.0
285-289	M	W	335.0	66.0
290-294	M	W	340.0	67.0
295-299	M	W	345.0	68.0
300-304	M	W	350.0	69.0
305-309	M	W	355.0	70.0
310-314	M	W	360.0	71.0
315-319	M	W	365.0	72.0
320-324	M	W	370.0	73.0
325-329	M	W	375.0	74.0
330-334	M	W	380.0	75.0
335-339	M	W	385.0	76.0
340-344	M	W	390.0	77.0
345-349	M	W	395.0	78.0
350-354	M	W	400.0	79.0
355-359	M	W	405.0	80.0
360-364	M	W	410.0	81.0
365-369	M	W	415.0	82.0
370-374	M	W	420.0	83.0
375-379	M	W	425.0	84.0
380-384	M	W	430.0	85.0
385-389	M	W	435.0	86.0
390-394	M	W	440.0	87.0
395-399	M	W	445.0	88.0
400-404	M	W	450.0	89.0
405-409	M	W	455.0	90.0
410-414	M	W	460.0	91.0
415-419	M	W	465.0	92.0
420-424	M	W	470.0	93.0
425-429	M	W	475.0	94.0
430-434	M	W	480.0	95.0
435-439	M	W	485.0	96.0
440-444	M	W	490.0	97.0
445-449	M	W	495.0	98.0
450-454	M	W	500.0	99.0
455-459	M	W	505.0	100.0
460-464	M	W	510.0	101.0
465-469	M	W	515.0	102.0
470-474	M	W	520.0	103.0
475-479	M	W	525.0	104.0
480-484	M	W	530.0	105.0
485-489	M	W	535.0	106.0
490-494	M	W	540.0	107.0
495-499	M	W	545.0	108.0
500-504	M	W	550.0	109.0
505-509	M	W	555.0	110.0
510-514	M	W	560.0	111.0
515-519	M	W	565.0	112.0
520-524	M	W	570.0	113.0
525-529	M	W	575.0	114.0
530-534	M	W	580.0	115.0
535-539	M	W	585.0	116.0
540-544	M	W	590.0	117.0
545-549	M	W	595.0	118.0
550-554	M	W	600.0	119.0
555-559	M	W	605.0	120.0
560-564	M	W	610.0	121.0
565-569	M	W	615.0	122.0
570-574	M	W	620.0	123.0
575-579	M	W	625.0	124.0
580-584	M	W	630.0	125.0
585-589	M	W	635.0	126.0
590-594	M	W	640.0	127.0
595-599	M	W	645.0	128.0
600-604	M	W	650.0	129.0
605-609	M	W	655.0	130.0
610-614	M	W	660.0	131.0
615-619	M	W	665.0	132.0
620-624	M	W	670.0	133.0
625-629	M	W	675.0	134.0
630-634	M	W	680.0	135.0
635-639	M	W	685.0	136.0
640-644	M	W	690.0	137.0
645-649	M	W	695.0	138.0
650-654	M	W	700.0	139.0
655-659	M	W	705.0	140.0
660-664	M	W	710.0	141.0
665-669	M	W	715.0	142.0
670-674	M	W	720.0	143.0
675-679	M	W	725.0	144.0
680-684	M	W	730.0	145.0
685-689	M	W	735.0	146.0
690-694	M	W	740.0	147.0
695-699	M	W	745.0	148.0
700-704	M	W	750.0	149.0
705-709	M	W	755.0	150.0
710-714	M	W	760.0	151.0
715-719	M	W	765.0	152.0
720-724	M	W	770.0	153.0
725-729	M	W	775.0	154.0
730-734	M	W	780.0	155.0
735-739	M	W	785.0	156.0
740-744	M	W	790.0	157.0
745-749	M	W	795.0	158.0
750-754	M	W	800.0	159.0
755-759	M	W	805.0	160.0
760-764	M	W	810.0	161.0
765-769	M	W	815.0	162.0
770-774	M	W	820.0	163.0
775-779	M	W	825.0	164.0
780-784	M	W	830.0	165.0
785-789	M	W	835.0	166.0
790-794	M	W	840.0	167.0
795-799	M	W	845.0	168.0
800-804	M	W	850.0	169.0
805-809	M	W	855.0	170.0
810-814	M	W	860.0	171.0
815-819	M	W	865.0	172.0
820-824	M	W	870.0	173.0
825-829	M	W	875.0	174.0
830-834	M	W	880.0	175.0
835-839	M	W	885.0	176.0
840-844	M	W	890.0	177.0
845-849	M	W	895.0	178.0
850-854	M	W	900.0	179.0
855-859	M	W	905.0	180.0
860-864	M	W	910.0	181.0
865-869	M	W	915.0	182.0
870-874	M	W	920.0	183.0
875-879	M	W	925.0	184.0
880-884	M	W	930.0	185.0
885-889	M	W	935.0	186.0
890-894	M	W	940.0	187.0
895-899	M	W	945.0	188.0
900-904	M	W	950.0	189.0
905-909	M	W	955.0	190.0
910-914	M	W	960.0	191.0
915-919	M	W	965.0	192.0
920-924	M	W	970.0	193.0
925-929	M	W	975.0	194.0
930-934	M	W	980.0	195.0
935-939	M	W	985.0	196.0
940-944	M	W	990.0	197.0
945-949	M	W	995.0	198.0
950-954	M	W	1000.0	199.0
955-959	M	W	1005.0	200.0
960-964	M	W	1010.0	201.0
965-969	M	W	1015.0	202.0
970-974	M	W	1020.0	203.0
975-979	M	W	1025.0	204.0
980-984	M	W	1030.0	205.0
985-989	M	W	1035.0	206.0
990-994	M	W	1040.0	207.0
995-999	M	W	1045.0	208.0
1000-1004	M	W	1050.0	209.0
1005-1009	M	W	1055.0	210.0
1010-1014	M	W	1060.0	211.0
1015-1019	M	W	1065.0	212.0
1020-1024	M	W	1070.0	213.0
1025-1029	M	W	1075.0	214.0
1030-1034	M	W	1080.0	215.0
1035-1039	M	W	1085.0	216.0
1040-1044	M	W	1090.0	217.0
1045-1049	M	W	1095.0	218.0
1050-1054	M	W	1100.0	219.0
1055-1059	M	W	1105.0	220.0
1060-1064	M	W	1110.0	221.0
1065-1069	M	W	1115.0	222.0
1070-1074	M	W	1120.0	223.0
1075-1079	M	W	1125.0	224.0
1080-1084	M	W	1130.0	225.0
1085-1089	M	W	1135.0	226.0
1090-1094	M	W	1140.0	227.0
1095-1099	M	W	1145.0	228.0
1100-1104	M	W	1150.0	229.0
1105-1109	M	W	1155.0	230.0
1110-1114	M	W	1160.0	231.0
1115-1119	M	W	1165.0	232.0
1120-1124	M	W	1170.0	233.0
1125-1129	M	W	1175.0	234.0
1130-1134	M	W	1180.0	235.0
1135-1139	M	W	1185.0	236.0
1140-1144	M	W	1190.0	237.0
1145-1149	M	W	1195.0	238.0
1150-1154	M	W	1200.0	239.0
1155-1159	M	W	1205.0	240.0
1160-1164	M	W	1210.0	241.0
1165-1169	M	W	1215.0	242.0
1170-1174	M	W	1220.0	243.0
1175-1179	M	W	1225.0	244.0
1180-1184	M	W	1230.0	245.0
1185-1189	M	W	1235.0	246.0
1190-1194	M	W	1240.0	247.0
1195-1199	M	W	1245.0	248.0
1200-1204	M	W	1250.0	249.0
1205-1209	M	W	1255.0	250.0
1210-1214	M	W	1260.0	251.0
1215-1219	M	W	1265.0	252.0
1220-1224	M	W	1270.0	253.0
1225-1229	M	W	1275.0	254.0
1230-1234	M	W	1280.0	255.0
1235-1239	M	W	1285.0	256.0
1240-1244	M	W	1290.0	257.0
1245-1249	M			

icipate, the cost per capita is exceptionally small and the value received is extraordinarily large. As Brammell 1/ points out, "the school administrators and the boards of education will probably realize more actual benefits to pupils per dollar invested in a well-planned and well-organized intramural program of sports than in almost any other activity in which pupils participate."

In a survey of 139 colleges and universities, Miller 2/ found that the intramural departments expended an average of one dollar and sixty-seven cents (\$1.67) on such activities in which 60, 334 students participated. This money is spent on equipment, awards, office supplies, intramural handbooks, officiating, and salaries. The cost of intramurals in high schools is not as great as in colleges. Where all the students are located in one building and are readily available, office expense is materially reduced. The high school awards are much less expensive, too. The equipment item may be great or small, depending upon the extent to which equipment is furnished the players. Intramural departments, as a rule, require the players to supply their personal equipment. Footballs, basketballs, soccer balls, volley-balls, bases, boxing gloves, and the like are usually borrowed from other

1/ Brammell, R.P. "Intramural and Interscholastic Athletics." U.S. Dept. of Int. Bulletin 1932, No.17, Monograph 27, p.63.

2/ Miller, L.W. "Organization and Efficiency of Intramural Programs in Colleges and Universities." Master's Thesis, University of Iowa, 1932, p. 53.

units in the physical education department by the intramural contestants. The regular physical education facilities are used when available. Intramural sports may be conducted simultaneously.

Although it has been stated that cost for operating intramural programs is relatively small for the numerous benefits they provide, only three (3) of the high schools in the south shore area stated that they were provided with sufficient funds to conduct their programs of intramurals most effectively. The remaining six (6) schools that conducted intramurals needed more funds to operate their intramurals more effectively. The principal source for obtaining these funds was through the athletic fund. In most cases in these schools, the funds come from gate receipts of the interscholastic sports.

In the majority of the cases, the principal of the school handled the finances for intramurals in the south shore high schools. However, the principal and those in charge of the intramurals worked cooperatively in every case.

Brammell ^{1/} found that 66 different persons handled the high school intramural finances, but the following seven stood out:

Table 3. Individual Handling Finances in High Schools.

^{1/} Brammell, R.P. "Intramural and Interscholastic Athletics." U.S. Dept. of Int. Bulletin. 1932, No. 17, p.37

Individual Handling Finances in High Schools. No. of Schools

General treasurer within the school	61
Principal	59
Director of physical education	42
General treasurer of school system	34
Athletic association	23
Faculty committee	16
Pupil-Faculty committee	13

The principal handles the funds mostly in the smaller schools, and the general treasurer within the school in the larger high schools.

Intramural Facilities.- Gymnasiums- Of the eighteen (18) schools in the area, all but two (2) of the schools had gymnasiums within the school itself. One (1) of the larger schools had a separate gymnasium for the boys and one for the girls. The average gymnasium was in fair condition and adequately large for normal use. However, a few of the schools had gymnasiums that were in excellent condition while an equal number of schools had gymnasiums in very poor condition.

All but two (2) of the eighteen (18) schools in the area were provided with athletic fields that were adjacent or nearby the school. The remaining two (2) schools in the area used the community field which was a considerable distance

from the school for practical purposes. In every case, the class A schools had athletic fields that were of sufficient size to provide sufficient play area for their students. On the other hand, the remaining schools, with few exceptions, which were all more or less located further out in the rural section, were provided with adequate athletic fields.

Each of the five (5) class A schools had adequate tennis facilities. The average number of courts for each of these schools was five (5), and the courts were in fairly good condition and well-kept. Of the class B schools, three (3) of the four (4) had sufficient tennis facilities. Only three (3) of the nine (9) class C schools maintained sufficient facilities.

Each school had adequate shower facilities provided for the students. On the other hand, the majority of the schools complained of inadequate provisions for locker room space.

Each of the class A and class B schools had a regulation sized track that was adjacent or nearby the school. In all of these cases the track was kept in good or fair condition.

However, only three (3) of the class C schools had adequate track facilities.

Table 4. Athletic Facilities, Their Condition, and Proximity to Schools.

Numbers of Schools Reporting In the
South Shore Area

Facilities	Ownership	Condition			Adjacent
		Good	Fair	Poor	
(1)	(2)	(3)	(4)	(5)	(6)
Gymnasium-----	16	3	9	4	16
Athletic field-----	16	7	6	2	14
Tennis court-----	12	5	4	3	10
Shower room-----	15	5	10	5	13
Locker room-----	15	2	5	8	13
Track-----	12	6	4	2	10

Intramural Equipment.- All but one (1) of the nine schools in the area that conducted a definite intramural program reported that they had adequate equipment for intramurals. This equipment consisted of uniforms, baseballs, footballs, soccer-balls, etc..

Time Periods for Intramural Participation.- All nine of the schools conducting an intramural program had the majority of their intramural activities in the late afternoon. Three (3) schools also conducted some of their activities in the late afternoon period. One (1) of the schools conducted a few activities in the evening. One (1) school conducted some of their activities during the regular school hours.

According to Voltmer and Esslinger ^{1/}, the best time for intramural contests is in the afternoon after all classes are over. If all the facilities are not being used by the varsity and freshmen squads, contests should be scheduled at that time, for the majority of students prefer this period to any other. Because of lack of space, it is frequently necessary to arrange intramural competition at night. This is unsatisfactory because it interferes with the students' homework and necessitates an additional trip to school. Forfeits are much more frequent at night than in the afternoon. If night play cannot be avoided, the contest should be arranged so that no student will be required to spend more than one evening each week in intramural activities. An excellent time for intramural contests is on Saturday mornings and frequently on Saturday afternoons. The physical education facilities are not being used and the majority of students are unoccupied at these times.

Methods of Organizing Competition.- It is recommended that the intramural program be organized on an elective or optional basis. Boys and girls should be urged to take part and join in the various activities. If the program of physical education, in general, is satisfactory, a high percentage of the pupils will likely wish to elect, at least, some of the

^{1/} Voltmer, E.F. & Esslinger, A.A., "The Organization and Administration of Physical Education," F.S. Crofts & Co., 1946, New York, p. 268-9.

activities in the after-school program. The percentage of the total number of pupils electing to participate in the intramural program often depends upon the initiative and leadership of those in charge. ^{1/}

Of the nine (9) schools in the area conducting intramurals, five (5) used some sort of system of organizing competition. In the team sports, three (3) schools used the round robin system of elimination while the remaining two (2) schools operated on a league basis. However, in the individual sports, the straight elimination method was used in nearly every case.

Program of Intramural Activities.- Basketball was the most popular sport by far for both boys and girls. Softball ranked second in popularity for intramural participation.

Table 5. Numbers of Schools Reporting Intramural Athletic Programs in Various Sports for Either Boys or Girls.

Sports (1)	Intramural Program	
	For Boys (2)	For Girls (3)
Basketball	7	7
Softball	2	5
Volley-ball	1	4
Field hockey	0	4
Tennis	3	5
Ping Pong	8	8
Soccer	1	0
Track	4	0
Baseball	2	0
Archery	1	1
Bowling	1	1
Horseshoes	3	0
6-man football	1	0

^{1/} Irwin, L.W., "The Curriculum in Health and Physical Education," C.V. Mosby Co., St. Louis, 1944, p.233.

Intramural Rules and Regulations.- One (1) school stated that all students are eligible for intramural participation. The remaining schools stated that all students are eligible except varsity members in the sport being conducted. The varsity members are used as officials and coaches in the majority of cases. Two (2) schools set up school eligibility requirements for intramurals the same as for interscholastic sports.

Voltmer and Esslinger ^{1/} state that very few schools set up school eligibility requirements for intramural participation of the students. The opinion prevails that a student should be allowed to participate in intramural sports, regardless of his scholarship, if he is permitted to remain in school. The intramural department is more interested in encouraging students to participate than in setting up barriers to their participation.

Physical Examinations.- If it is desireable for varsity athletes to undergo a thorough physical examination, it is equally desireable for intramural competitors to do likewise. While intramural sports are not so strenuous as interscholastic sports, the varsity candidates undergo an organized, supervised conditioning program which intramural athletes do not. Varsity players are provided with superior equipment, and they are given better, immediate attention in case of injury. Health may be seriously impaired in intramural participation, and the most essential safeguard is the required

^{1/} Voltmer, E. F. & Esslinger, A.A., "The Organization and Administration of Physical Education." F.S. Crofts & Co. N.Y. '46.

physical examination for all competitors. There was no sys-

Each school conducting intramurals in the south shore area required a physical examination for each student before participating in any type of sport.

Table 6. Physical Examination in the South Shore High Schools Conducting Intramurals.

	Number of Schools
Examination at beginning of freshman year only	2
Examination at beginning of each school year	3
Examination at beginning of freshman year and before the more strenuous sports	3
Examination only before the more strenuous sports	1
No Examination	0

Intramural Awards.- Intramural awards are becoming symbols of achievement and, as such, are justifiable. The use of awards as incentives to intramural participation can be defended as long as they remain inexpensive. The winners of individual competition may be awarded medals, cups, class insignia, or ribbons. Group competition is usually divided into leagues composing the permanent groups, such as grades and homerooms.

Only two (2) of the schools in the south shore area had a system of awards for intramural participation. In these

cases, the awards were for only the girls. There was no system of awards for the boys in any of the schools in the entire area.

CHAPTER III

SUMMARY AND CONCLUSIONS

It was anticipated by the writer before making the survey that very little was being done in the area in regards to intramurals. At the time the study was made, it appeared obvious to the writer that emphasis, in the majority or in all of the high schools of the south shore area, was centered around interscholastic sports. In reality, these interscholastic sports provided sufficient physical and emotional activity for only a minority of the students in the area.

Fifty per cent (50%) of the schools in the area are carrying on some type of intramural program for both the boys and girls. However, even in these schools, the intramural programs are of a greatly restricted nature. Certainly, the facilities, in general, are adequate for a more comprehensive program of intramurals in each of these schools.

Virtually all of the physical education directors in the area were very much in favor of having intramurals in their respective schools. Yet, only one-half of the schools sponsored an intramural program.

In general, the larger schools in the area maintained fairly well-organized intramural programs, but the smaller schools had little or no intramural programs for their students. Many of these small schools attempt to justify their failing on this point by stating that there are not enough

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students in their type of school to enable them to conduct both an interscholastic and intramural program of sports, and that the students prefer the interscholastic program.

Not enough emphasis was given to the sports which had most carry-over value in the schools conducting intramurals. The chief aim of the intramural program is voluntary participation by all students in some of the activities being offered. A remoter, but nevertheless important, aim is an enjoyable participation after leaving school in at least one of the sports learned in the intramural program at school.

In general, the facilities in the average school for intramurals were good. Yet many of the schools not conducting intramurals put the blame on lack of facilities and personnel. On the other hand, one of the smallest schools in the area, with the least facilities, conducted probably the best organized and most efficient intramural program in the entire area. In other words, the attitude of the physical education leaders towards intramurals and their enthusiasm in putting such programs into practice usually determines the extent of intramural programs existing and the numerous benefits that can be attained by the students through participation in the various activities.

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